DOCUMENT RESUME

ED 196 848 SP 016 814

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TITLE	Curriculum Change and Teacher Qualification. An Attempt to Point Out Some Consequences for the Teacher Qualifications of a Change in the Danish Societal Curriculum.
INSTITUTION	Danish Inst. for Educational Research, Copenhagen.
REPORT NO	ISBN-87-7416-184-9
PUB DATE	80
NOTE	42p.. Paper presented at the Scandinavian-German Workshop of the Danish Institute for Educational Research (2nd, Helsinki, Finland, 1979).
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Curriculum Development; Curriculum Evaluation; Educational Change; Educational Trends; Elementary Secondary Education; Foreign Countries; Government School Relationship; Inservice Teacher Education; Relevance (Education); *School Community Relationship; *Sociocultural Patterns; *Teacher Education Curriculum; *Teacher Qualifications; Vocational Education
IDENTIFIERS	*Denmark

ABSTRACT

This paper focuses on curriculum problems in Denmark and presents some new trends in the Danish Folkeskole Act along with implications for future curriculum development. The need to create a stronger connection between the school curriculum and the surrounding community is emphasized. It is generally believed in Denmark that the curriculum of the school has been too isolated from the surrounding community. New subjects such as contemporary studies, education and vocational orientation, and vocational studies are the foundation for new developments in school community interaction. Political parties and trade unions view the idea of school community interaction in various ways. The Danish Employers' Association sees the concept of a progressive curriculum as a means for creating a better adjustment to working life. The Specialist Workers Union views these new developments as a means of enabling students to adopt a more critical attitude towards the capitalist society. Innovations in teacher education are presently taking place within the framework of higher education by stressing broader teacher qualifications and better inservice training of teachers through the inclusion of a well-founded understanding of contemporary social issues. (JN)

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Curriculum Change and Teacher Qualification

An Attempt to point out some Consequences for the Teacher Qualifications of a Change in the Danish Societal Curriculum

Paper presented at the 2nd Scandinavian - German Workshop, Helsinki, 1979

By Hans Jørgen Kristensen
Translated by Ane Toubro

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DPI 1980.18

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CURRICULUM CHANGE AND TEACHER QUALIFICATION

AN ATTEMPT TO POINT OUT SOME CONSEQUENCES FOR THE TEACHER QUALIFICATIONS OF A CHANGE IN THE DANISH SOCIETAL CURRICULUM

PAPER PRESENTED AT THE 2ND SCANDINAVIAN-GERMAN WORKSHOP, HELSINKI, 1979

BY HANS JØRGEN KRISTENSEN

TRANSLATED BY ANE TOUBRO

THE DANISH INSTITUTE FOR EDUCATIONAL RESEARCH

1980

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Foreword

The contents of this publication was the Danish contribution to the 2nd Scandinavian-German Workshop on curriculum problems, which took place in Finland, November 1979.

The primary reason for publishing the article in the Institute's publication series is that it presents in English an account of some new trends in the Danish Folkeskole Act which may be of interest also outside this country.

These new trends concern the subjects Contemporary Studies, Educational and Vocational Orientation and Vocational Studies. The establishing of these subjects was - among other things - due to the wishes to create a stronger connection between the contents of school and what is going on in the surrounding society.

Moreover, the article may be of interest to people working with teacher training and in-service education of teachers, as some consequences for the necessary teacher qualifications are pointed out - based on a coherent interpretation of the subjects Contemporary Studies, Educational and Vocational Orientation and Vocational Studies.

Hans Jørgen Kristensen

Introduction

The purpose of this article is in connection with a Danish example of the changing of an "element" in the Folkeskole curriculum to point out some consequences for the education and in-service training of teachers. The curriculum element in question is the societal contents of the Folkeskole - often referred to as "the opening between school and society."

The article consists of the following chapters:

I: Gives a short account of my interpretation of the curriculum concept in this context (page 4-6).

II: Gives a short account of the intentions of and background for the development of the Danish Folkeskole's curriculum element often called "the opening between school and society" (page 6-8).

III: Presents a documentation of how this purpose behind the curriculum development has been reflected in the Danish Folkeskole in connection with the passing and implementation of the new Act on the Folkeskole (page 9-21).

IV: Reflects on various interpretations of the binding documents attached to this curriculum development. Specific importance is attached to seeing the different concrete demands for an "opening between school and society" as a whole in connection with further didactic considerations on school education, on teacher qualifications and on the education and in-service training of teachers (page 21-26).

V: Gives a short account of the possibility of carrying into effect the sketched teaching, in order to obtain a backgrond for estimating the necessary changings of the teacher qualification demands (page 26-27).

VI: Lists a number of demands to teacher qualification with a view to carrying through a teaching meeting with the above-mentioned demands (chapters IV and V)(page 27-30).

VII: Sketches the structure and functions of the Danish teacher education and points out the difficulties attached to changing teacher qualifications (page 31-32).

In order to be able to carry through the above plan for this article, I will have to omit a number of necessary considerations concerning the teacher's role in the efforts to change and develop the curriculum, and also concerning other conditions for curriculum change and curriculum development.

I The Curriculum Concept: A Working Definition

The term curriculum has never really caught on in Denmark. Among teachers it is hardly ever used and not even educational researchers use it much, unless when reading and discussing American and German literature on this topic.

When used, the term is broad and diffuse. This is in accordance with the picture of the concept of curriculum presented at the 1st Scandinavian-German Workshop, as it appears from the workshop report[1].

Instead of referring to American or German ways of using the term, I will give a short account of the use of the concept as it could be treated in a Danish context.

When I write curriculum, this term covers a complex of phenomena each to be specifically named in cases where the whole complex is not in question. The elements of the curriculum complex are:

1) Curriculum documents: The binding directives - usually in writing - describing the aim, contents, methods etc. of the school.

These curriculum documents have different status and character:

a) The basis in law primarily consists of the Act on the Folkeskole of June 26, 1975, but also - concerning a few matters - of the Act on the Municipal School System of September 3, 1974[2].

These are framework laws to be filled in partly by the Minister of Education and partly by the local authorities.

The Act on the Folkeskole defines the aim of the Folkeskole and numbers the subjects to be taught in each form.

These directives are binding for the whole country.

b) The aims of each single subject have been set by a Ministry of Education's Order[3] and so have a number of other questions concerning structure, organization and finances.

These are binding for the whole country.

c) The contents of each single subject are defined by the municipal councils by local curriculum documents (syllabi).

These are binding for the municipality in question.

d) These syllabi form part of the local Educational Plans giving directives for instance concerning the number of weekly lessons in each subject.

These are binding for the municipality in question.

e) When working out the local syllabi, the municipal councils can find support in the Ministry of Education's Guidelines to a Curriculum for each subject.

These are intended as a guide for the municipalities.

f) When planning his/her teaching, the teacher may find support in the Ministry of Education's Teaching Guides which may be regarded as the official interpretation of the subjects.

These are intended as a guide for the teachers.

2) The Curriculum Construction is the process during which the curriculum documents are made. This process involves many groups: politicians, administrators, the teachers' union and the teachers' professional associations. The Ministry also involves a limited number of educational researchers in this process.

The construction of the local curriculum documents also involves parent representatives.

3) The Curriculum Realization is the process during which the teaching is planned, arranged, carried out and evaluated by the teachers and to some extent also by the pupils. In this connection I will consider educational materials including textbooks as aids and not as independent curriculum elements, even if their influence on teaching is considerable.

Curriculum Research and Curriculum Development

I will reserve these terms to processes involving educational researchers.

So I find it relevant to call it curriculum development in the cases where educational researchers in accordance with an action research model contribute to curriculum innovation or curriculum realization. A recent Danish example: parts of a project called Skolesprog[4].

The term curriculum research will then be used in cases where educational researchers in accordance with more traditional research models make attempts to describe, interpret or understand the curriculum documents, their origin and/or their realization. A recent Danish example: Orienteringsprojektet[5].

II The Opening Between School And Society - One Purpose Behind Curriculum Revisions of the Senior Forms of the Folkeskole

Within the curriculum field one of the most widespread and most intensely discussed themes of recent years is the one often called "the opening between school and society".

This is not exclusively a Danish phenomenon, which appears from the way this problem has been treated in international reports from UNESCO, OECD etc., and from the im-

portance attached to this problem by our neighbour countries' literature[6]. However, I will limit my description to the Danish development.

This theme has been discussed al through the sixties. In the seventies, however, the problems have been further intensified - locally as well as centrally - often in close connection with the implementation of the new Act on the Folkeskole. This Act was in preparation since 1969 but was not passed until 1975. At present, most interest is focused on the possibility of increasing the opening between school and society on the basis of the new Act on the Folkeskole. However, by the U-90 publication our educational planners have stressed a further need for development in this field[7].

There is a remarkable agreement as to the fact that the curriculum and general life of school have been much too isolated from the surrounding society. This view is shared by politicians of all political parties, The Danish Trades Unions, The Danish Employers' Association, most of the teachers' professional associations and also by pupils and parents in general. Of course, there is less agreement when it comes to which parts of society to be treated in the school's opening and especially the purpose of this opening.

For instance, it is quite obvious that the Danish Employers' Association sees this wider knowledge as a means of creating a better adjustment to working life - while for instance The Specialist Workers Union sees it as a means of enabling the pupils to adopt a more critical attitude towards the capitalist society as a whole and working market problems in particular.

These points of view are also found in the political parties, but the establishing of the subject Contemporary Studies may also be seen as a consequence of the widespread wish among politicians that Danish pupils become better prepared to understand and take part in political life.

However, it may be so that the employers, labour unions and politicians primarily consider this a qualification problem, while many teachers see it mostly as a motivation problem.

Probably the teachers have become more aware of this problem now that a larger number of pupils stay in school - especially after the compulsory education has been extended from seven to nine years[8].

Shortly it can be said that:

It is an increasingly obvious paradox that the more complex our society gets, the longer we isolate the pupils from this society by keeping them in school in order to prepare them for their future life in this more and more complex society.

To people in different positions in society this may mostly seem a qualification problem, while pupils and teachers primarily may see it as a motivation problem and a question of face validity.

Within Danish educational theory most interest is focused on the first-mentioned problem, due to the influence of especially German qualification research in Danish universities and, to a certain extent, in teacher training colleges. However, the second-mentioned problem is now being discussed too - also beyond the approaches from socialization research (class specific socialization).

Until now I have exclusively taken a general view of the phenomenon of an opening between school and society. In the next chapter I will give a description of the specific areas where this opening has been effected as a consequence of the 1975 Act on the Folkeskole.

III The Intentions of an Opening between School and Society as They Appear from the Curriculum Documents

In this chapter I will describe the consequences of the curriculum intention of an opening between school and society in five different stages of decision-making in connection with the implementation of the Act on the Folkeskole of 1975. Especially, I will concentrate on the senior forms (form 8-10) of the Folkeskole, where the superior intentions of the Act have primarily been carried out.

First Stage: The Act on the Folkeskole

A) The Aim of the Folkeskole (Section 2, subsection 3) introduced a new wording as to the role of the Folkeskole in relation to social education: "The "Folkeskole" shall prepare the pupils for active participation in life and decision-making in a democratic society and for co-responsibility in solving common problems. The educational activities of the school and its everyday life as a whole must therefore build upon freedom of spirit and democracy."

A similar phrase was not found in the former Act on the Folkeskole, the aim of which dates back to 1937.

This wording is didactically binding, in general, but its juridical status is more questionable.

B) A new compulsory subject, Contemporary Studies (CS), was established in forms 8 and 9 and in the non-compulsory 10th form. A thorough description of the construction and character of this subject is given by the 1st Scandinavian-German Workshop[1]. This subject replaced history, geography and biology as compulsory subjects in forms 8-10.

The Ministry of Education recommended three weekly lessons in this subject.

Contrary to the replaced subjects the contents of CS

are to a higher extent described as political education.

C) The compulsory subject Educational and Vocational Orientation (EVO) was granted more time. At least 48 lessons must be spent on this topic during forms 7-9, partly in the special class teacher lessons (klassens time), partly in CS.

D) A new optional subject, Vocational Studies (VS), was established in forms 8-10. The Ministry of Education recommended at least 2 weekly lessons in this subject. Along with a number of other optional subjects the pupils can choose this subject within a frame of 12 weekly lessons. During the school year of 1978/79 about 10% of the pupils in forms 8 and 9 actually chose it[9].

E) All pupils in forms 8-10 were offered practical trainee work in concerns, works and institutions or courses in different kinds of educational institutions.

F) Under the provisions of this Act the daily teaching can be suspended for a certain number of days per year, to be spent on trainee service, camp school and other arrangements, enabling the pupils to get a direct impression of working life conditions and knowledge of the surrounding society (8th form: 20 days per year; 9th and 10th form: 30 days per year).

To increase school's possibilities of carrying out the tasks mentioned under C), the following steps have been taken in accordance with the Act:

a) Special Teacher Councellors have been appointed. These are one or two teachers per school whose number of weekly lessons is reduced so that they get time to give special assistance to their colleagues in this field - which has not been covered by teacher education up till now.

b) The class teachers' weekly number of lessons in the 7th form has been reduced by about one in order to allow them to give their pupils individual guidance as to choice of subjects, levels and future profession etc.

Second Stage: Decisive Aims

The Ministry of Education has issued decisive Aims concerning CS, EVO and VS. These aims are binding for all municipalities in this country and express the official intentions of these subjects.

a) The Aim of the Teaching of Contemporary Studies

"The aim of the instruction is to give the pupils insight into some essential local, national and global problems of our time.

It is further the aim to develop in the pupils some skill in evaluating political, economic and ideological statements.

The instruction shall contribute to developing the pupils' interest in political phenomena, thus encouraging them to try to clarify the historical preconditions and the basic values underlying their own and other people's statements and action.

The instruction shall also contribute to acquainting the pupils with some of the factors underlying conflicts in contemporary society and acquainting them with ways of trying to solve such conflicts. It shall also be explained how the individual, alone or in cooperation with others, can influence the decisions made in society."

b) The Aim of the Teaching of Educational and Vocational Orientation

"The aim of the instruction is that the pupils obtain

knowledge of the possibilities of continuous education and occupation and of various conditions in this connection.

Efforts are to be made that pupils realize their own background and expectations as to future education and employment, including possible expansion of individual qualifications and interests, dependent on further insight and personal development.

The instruction should contribute to the pupils' obtaining of a better basis of preparing their choice of education and profession and to familiarize them with the fact that choice of education, profession and place of work is due to a chain of decisions to be made under changing social and financial conditions."

c) The Aim of the Teaching of Vocational Studies

"The aim of the instruction is for the pupils to acquire knowledge and experience which will increase their knowledge of life at work and of social life, including knowledge of such offers of education as will qualify them for paid work in trade and industry.

The aim of the instruction should be to enable the pupils to evaluate the circumstances which determine conditions of employment in trade and industry, and the interests safeguarded by the parties of the labour market and by the public authorities.

The instruction should contribute to the pupils developing an interest in the social and economic problems connected with life at work, and an open attitude to labour and training conditions."

Third and Fourth Stage: Guidelines to a Curriculum and the Local Curriculum Documents

According to the Folkeskole Act it lies with the municipali-

ties to define the contents of subjects within the frames given by the Ministry of Education's Aims, subsequently allowing teacher and pupils in cooperation to determine the concrete contents. This means that the binding curriculum must not be too detailed.

The contents are stated either as central areas of knowledge and skills or as examples.

The Ministry of Education's Guidelines to a Curriculum are intended as support for the working out of the local syllabi. In practice, however, most municipalities adopt the Ministry's Guidelines with no or just a few alterations[10].

In order to give a more detailed impression of the three subjects in question, I will quote from the Ministry's Guidelines to a Curriculum:

"a) Guidelines to a Curriculum for Contemporary Studies

After the Aim of the subject (see above) the curriculum states:

The Scope of the Educational Activities

Outline

Introduction

Problem area 1. Resources, production, and work

a) Production and conditions of production in Denmark. The interaction with the development in other sectors of society.
b) Working conditions.
c) The distribution of wealth. How income and wages and salaries are fixed.
d) Affluence and survival.

Problem area 2. Social and cultural conditions

a) Groups in society.
b) The setting for our daily lives.
c) Communication
d) Upbringing and education.
e) Social and cultural patterns in other countries.

Problem area 3. Politics and ideology

a) Professional and industrial bodies and opinion-forming in Danish politics.
b) The decisions made by the public authorities.
c) The inter-dependence of states.
d) Political affairs in other countries.

Introduction

The important contemporary problems to be covered in Contemporary Studies are dealt with on an inter-disciplinary basis. The teaching shall be based on the insight to be gained through the experience of young people and adults from their work and daily lives, through the observation and examination of matters in the world surrounding us, and via scientific exposition of contemporary problems.

The concrete choice of contents - including the choice of teaching-learning methods, and material shall as far as possible be made jointly by the teacher and the pupils; the choice should preferably be made on the basis of the experience and abilities of the pupils in their present social situation.

The curriculum is structured as a description of the three "problem areas":

1) Resources, production, and work.
2) The social and cultural situation,
3) Politics and ideology.

These "problem areas" overlap in many ways, and may be considered in various contexts.

The description of "problem areas" and "sub-areas" is not intended to give a list of topics to be treated, but rather to point to a number of conditions and phenomena which may be included in a number of ways in connection with the topics and problems to be treated.

The 13 statements of intention have been derived from the preamble to Contemporary Studies and list a

number of approaches to the work with the concrete topics and problems employing elements within the scope of the curriculum.

The planning of the educational activities must be based on methods of work which may lay the foundation for and give the pupils experience in assessing political, economic and ideological opinions.

The inter-disciplinary aspects of Contemporary Studies may be realized by having several teachers co-operate in the planning, preparation, and - if possible - in the educational activities as such."

The remainig part of the Curriculum gives a description of the three problem areas. Each problem area includes a number of sub-areas.

To exemplify this and to give an impression of the wording, I will quote sub-area 1b - Working Conditions:

"Working Conditions

The objectives of the work within this "sub-area" are

- that the pupils should get to know the basic differences in working conditions in various branches of trade and industry, work functions, and factors which are - and have been - of importance for the development;
- that the pupils should get to know a number of conditions decisive of job satisfaction;
- that the pupils should get to know factors influencing the placing of the individual person in the work process, and the influence of this on his possibilities in society, and
- that the pupils should be made aware of the possibilities of influencing conditions of importance for the planning of the individual person in the work process, and for the work situation.

Guiding Description of Contents

Work functions and working conditions: Work functions for various groups (apprentices/persons with a basic vocational training, unskilled/semi-skilled persons, skilled persons, white-collar workers, including supervisors, self-employed persons, etc.) public and private employment.

Conditions of importance for the pleasure taken in one's work, (for instance security, variation, responsibility, wages and salaries, contact with people, possibilities for advancement).

Strains of work (strenuous work, monotony, stress, risks of accidents, hazardous work).

Productivity and its realization to working conditions.

Business enterprises of various sizes - possibilities and problems.

Division of labour and rationalization.

Co-operation between the individual employees and groups in the business enterprises. Formal and informal co-operation.

The unions - possibilities and influences. The individual and his relation to the unions.

Factors influencing international and national developments in the business sector.

Position in the Labour Market: Industrial and educational requirements. Fixing wages and salaries. From institutions of education to the labour market.

Position in the labour market and opportunities in society as regards financial affairs, culture and education.

The Public Authorities and Business Enterprises/the Employees: The Health and Safety at Work Act. The unions and the employers' association, the business enterprises, and the individual and their efforts and

responsibilities. The Directorate of Labour Inspection. Bills and acts on staff participation. Small business enterprises.

Public offers of assistance: the Labour Exchange.

Further training and retraining. The Social Security Act.

Priority Accorded to Objectives and Interests: The regard for the wish for economic growth. Regard for human conditions at work. Problems of priorities for business enterprises, unions and employers' associations, and public authorities."

b) Guidelines to a Curriculum for Educational and Vocational Orientation (cited in toto)

"Substance of Instruction

7th form

The instruction shall include the following subjects and activities:

- Possible choice of subjects in connection with the teaching in the 8th form - preparation for future choice of subjects.
- Different ways of fulfilling compulsory education.
- Knowledge of some local works and institutions, either by visits to such or by informative arrangements in school.

8th, 9th (10th) form

The instruction shall include the following subjects and activities:

- Possible choice of subjects in connection with the teaching in school - based in earlier choice and with a view to future choice of subjects.
- The main areas and organizations of trade and industry.
- Different possibilities of education and employment after 9th and 10th form.

a) Work functions

b) Environmental factors
c) Possibilities of admission
d) Financial conditions
- Visits to works and institutions
- Informative arrangements
- Trainee periods"

c) Guidelines to a curriculum for the Optional Subject Vocational Studies (cited in extract)

"Substance of Instruction

During each of forms 8-10 pupils alternate between classroom instruction and off-campus visits or trainee service in companies and institutions. Theoretical and practical instruction must be as closely related as possible. Instruction includes the study and definition of specific fields, which pupils are required during subsequent visits or trainee service to study in more detail, and also an exchange of experiences and views as the occasion demands.

Efforts are made to ensure that, in cases where vocational studies overlaps with the required educational and vocational briefing, instruction is more exhaustive in order to avoid unnecessary repetition. Similarly, a necessary degree of co-ordination is desirable in topics common to vocational studies and contemporary studies.

The policy is for instruction during each academic year to provide a wide coverage of topics, and the same range of topics is examined through the medium of different examples at the different age levels.

8th form (phase one)
The following topics make up the subject and are related to pupils' opportunity for gaining experiences in companies or institutions:

Work functions, including which fields and specia1-

ties are dealt with in the company/institution, which duties the employees are called upon to perform, related work, interrelationship between individual employees or between departments. Problems arising in connection with equal opportunities in training and work for men and women.

Co-operation and management, including whatever possibilities there may be for influencing one's own working conditions and the company/institution in general (shop stewards, joint-consultation committees), foreman, head of section, manager. Ownership. Large and small enterprises.

Economics, including purchasing (raw materials, etc.) sales (clientele), operating expenses, administration, employee earnings, investments, profits.

Training facilities, including the kind of education/training required before joining the company, and the training (qualifications) that may be achieved in the course of the work itself and in training courses, etc.

Environmental factors, including measures relating to industrial safety, health and welfare, job satisfaction, pollution, realtionship to the surroundings, and the effect of such measures on production.

The enterprise and society, including the enterprise's place in the national picture, relationship to the authorities (central and local), association with business and industrial organisations.

9th form (phase two)

Here, the class works on the same range of topics as the previous year but pupils are encouraged to display a greater degree of independence in dealing with the problems that arise. There are also the following additional topics, still based on the opportunity of the individual pupil to obtain information and gain experience in companies and institutions:

Conditions of employment, including such topics as apprentice, trainee, non-skilled labourer, skilled work-

er, assistants, white-collar workers, civil servants. Forms of remuneration. Termination of employment. Unemployment benefit.

Management and labour, including the origin of organisations on both sides of industry, their duties and significance, agreements, industrial disputes.

10th form (phase three)

In the case of those pupils who have not elected to take vocational studies in 8th or 9th form, instruction is planned as a discussion and study of those topics stated in phases one and two - but with a greater sense of independence and depth.

In the case of pupils who have continued vocational studies from and earlier phase, instruction can be conducted wholly or in part in project form, with the pupil - perhaps in conjunction with one or more classmates - performing a more exhaustive study of one or more aspects of working life."

Fifth Stage: Decisions in and around the Teaching in Class

Danish tradition has been that the teacher - or a couple of cooperating teachers - has taken care of the final planning of the teaching, specifying the contents and choosing methods. Especielly the teacher's free choice of methods has been an established principle.

In the Folkeskole Act (section 16, subsection 4) it is said: "The more detailed planning and organization of the educational activities, including the decision on teaching forms, methods and material, shall to the widest possible extent take place in cooperation between the teachers and the pupils."

By this phrase a certain legal basis of pupil influence on teaching has been introduced.

In reality the teacher's free choice of method is subject to some restrictions, of which especially two are worth noticing:

1) The head of school has the administrative as well as the pedagogical management (The School Administration Act, Sect. 57, subsect. 3).

2) After recommendation from the teachers' council it lies with the School Board of each school to approve the educational materials to be used (The School Administration Act, Sect. 27, subsect. 6).

IV An Approach to a Coherent Interpretation of the "Opening between School and Society"-Trend as it Appears from the Curriculum Documents

Speaking very generally the development and strengthening of these three subjects are expressions of the same intention. But a comparison between the three subjects shows that different endeavours lie behind the more generally formulated joint aim.

This comes as no surprise as various and conflicting interests were involved in the curriculum documents, and as the curriculum work preceeding the 1975 Act was split up and delegated to various groups of different attitudes and interests.

Essential differences and similarities appear from pages 22 and 23.

As to contents CS covers the broadest spectre of contemporary and social problems. VS is more narrowly connected with the labour market. EVO is focused on each pupil's choice of education and profession.

As to perspective/aim CS aims towards an value-conscious participation in political life. VS aims towards the development of an open and understanding attitude to working life in general. While the aim of EVO is to create social mobi-

	CONTEMPORARY STUDIES	VOCATIONAL STUDIES	EDUCATIONAL AND VOCATIONAL ORIENTATION
Contents/Span and Nature	Essential local, national and global contemporary problems 1. Ressources, production and work 2. Social and cultural conditions 3. Politics and ideology	Working life/social life Possibilities of training leading to employment Work functions Cooperation and management Economics Training facilities Environmental factors The enterprise and society	Possibilities of continuous education and employment - circumstances and conditions in this connection Own background for and expectations to future education and employment Optional subjects in school Main areas and organizations of trade and industry Possibilities of training and employment (work functions, environmental factors, possibilities of admission, financial conditions)
	Broad spectre of contemporary and societal problems	Working life, mainly focused on place of work	Individual choice of education and profession
Perspective/Purpose	Political interest Societal insight Influence on society Conflict-oriented/Problem-oriented Historical background Value-consciousness	Interest in social and financial problems in connection with working life Open attitude to labour and training conditions Better understanding between different social groups Liberation from educational traditions conditioned by socio-economic environments Preparation for choice of education and profession	Better background for future education and profession Removal of the barriers that limit the individual freedom to direct one's own course of life (contribute to the removal of some of the limitations)
	Value-minded participation in political life	Open and understanding attitude to working life	Social mobility and flexible manpower

	CONTEMPORARY STUDIES	VOCATIONAL STUDIES	EDUCATIONAL AND VOCATIONAL ORIENTATION
Contact to Surrounding Society	Young people's and grown-ups' experience with work and daily life Observation and examination of the surrounding world Pupils' experience from their family, different groups, school, media, small jobs, physical environments, etc. Excursions, school camps and various trainee periods. Investigation in society alternating with teaching in school	Visits to works and institutions and trainee periods alternating with teaching in school Visiting parents and representatives from trade and industry Trainee periods Study tours School camps	Visits to works and institutions Informative arrangements with guests from the surrounding society (works, employment service, etc.) Visits to senior forms, other kinds of educational institutions and to works and institutions Trainee periods
	Own individual experiences and joint experiences in society and contact to people of different experiences	Guests from trade and industry, study tours and trainee periods	Guests from works and employment and education services, study tours, trainee periods in works and schools
Status/Weight	Compulsory subject without examination 3 lessons per week in forms 8-10	Optional subject without examination 2 or 4 lessons per week in forms 8-10	Compulsory topic without examination Administered by the class teacher (if necessary assisted by the school councellor) Minimum number of lessons: 48 spread over forms 7-9

lity and flexible manpower.

CS is conflict-oriented, while VS as well as EVO primarily are intended to be consensus-oriented. As to the direct contact to the surrounding society, CS is correspondingly planned on a broader scale.

The curricula of these three subjects stress the necessity of coordination and cooperation between the subjects. As to CS also other possible fields of cooperation are mentioned, for instance cooperation with the mother tongue teaching.

In the curriculum documents no indication is found of the differences sketched above. This is partly due to the fact that the Ministry has not given a coherent analysis of the differences and similarities of the subjects as a basis for cooperation between the subjects. And partly it is due to the lack of tradition in Danish curriculum work to stress the more ideological differences.[12)]

So it is up to the teachers of each school to take care that the school's direct societal contents are thought and administered as a whole - or at least coordinated.

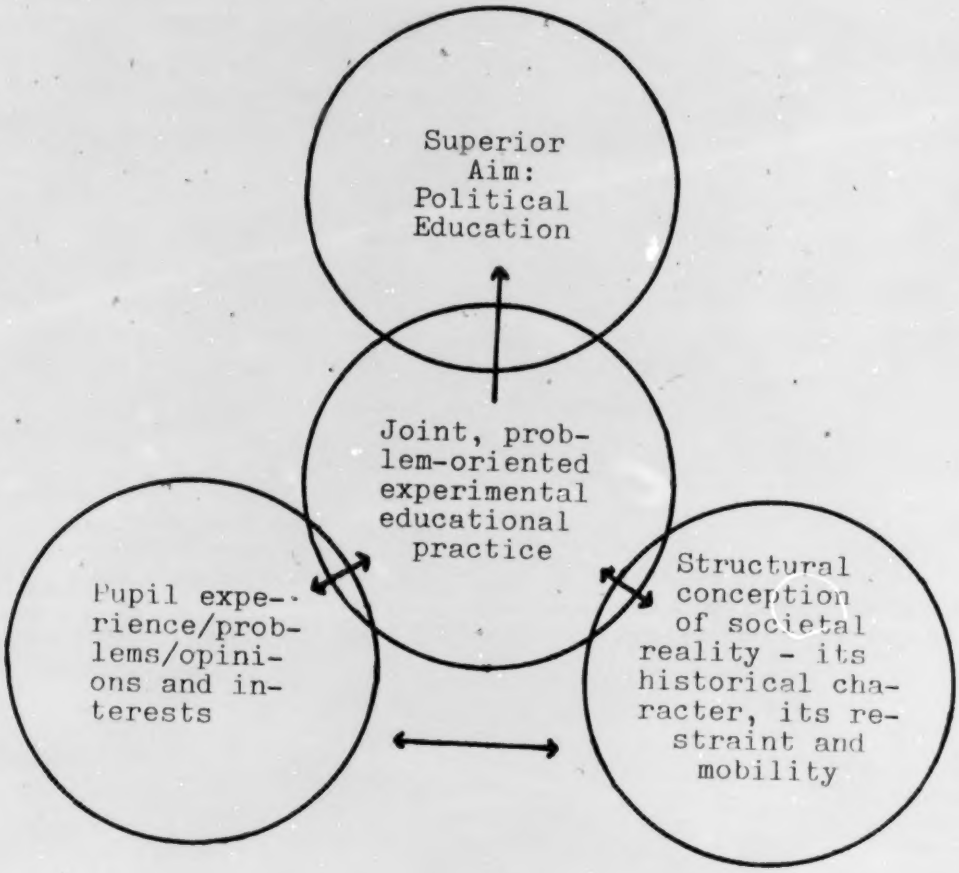
In my opinion it is essential that the schools accept this task and not only for purely technical reasons (f.inst. to fit in trainee periods or visits to concerns, works and institutions). Then the crucial question of the school's general view of its own direct societal contents is: Where to take its starting point?

Some prefer starting in the subject EVO with the optional and consensus-oriented attitude of this subject, and subsequently concentrate on adapting and interpreting CS and VS in this context.

I would prefer CS as a starting point - partly because of its broad scale, partly because of its basic attitude being conflict-oriented and problem-oriented - and then I would adapt and interpret VS and EVO in this context.

This is a value-oriented choice, reflecting the more fundamental views of the relationship between man and society and of the nature of this society.

Below is a sketch of the entity in which my further considerations will take their starting point:


Superior Aim: Political Education
Joint, problem-oriented experimental educational practice
Pupil experience/problems/opinions and interests
Structural conception of societal reality - its historical character, its restraint and mobility

Then the superior aim of the work in CS, VS and EVO will be "political education". By this I understand that the pupils become able - through knowledge, personal experience and personal courage - in cooperation with others to influence their own environment and society and their own future[13].

This aim will be furthered by an educational practice characterized by a joint examination and discussion (intellectual and emotional) of selected societal and personal problems. The contents of this teaching are of a dual nature: Both the pupils' personal experiences, problems, opinions and interests in societal issues and the very problems and structures of social reality.

An essential part of the educational practice must be to make possible a conceptualization of relations and interactions based in the pupils' world of experience, but valid also in larger areas of the social reality, and using models and ideas from social science and philosophy.

For the three subjects in question this means:

- that the superior interest primarily comes from the description of the subject CS.
- that despite a distinction between society as a whole (CS), working life (VS) and the individual choice of education and profession (EVO), these three subjects are nevertheless viewed as a whole - so that the individual choice of education and profession and working life problems are seen in a broader social perspective.

This general view is highly inspired by Herman Giesecke, Oscar Negt and Wright Mills[14].

V The Possibilities of Carrying Out the Teaching Sketched Above

In connection with considerations concerning the curriculum realization of the teaching sketched above it is of course necessary to estimate how different this teaching is from the ordinary teaching in the Danish Folkeskole.

Only few empirical investigations have been made. So this estimate must be based on general knowledge of the daily teaching of the Folkeskole.

First, it is my impression that the coordination between the three subjects has not yet become efficient.

Furthermore, it is my opinion that a teaching of the aim and character that I have described as preferable in Chapter IV seems to be very seldom in practice. However, there seems to be a certain group of teachers, in my estimate at least 10%, who is interested in participating in the development of such a teaching.

An investigation made in 1973-1975 of the "Orientation-teaching" in forms 3-6 and 9-10 indicates that there is a reasonable background for the furthering of such a teaching in the senior forms[15].

One point of view is that this development primarily must be advanced by the construction of new educational materials. Others - among them myself - find that this development is primarily to be effected through improvement of the education and in-service training of teachers, mainly by local development initiatives and attached study groups[16].

The first step will not include the joint group of teachers, but only smaller and especially active groups. Those who want to concentrate on the development of educational materials will want to reach a larger number of teachers. In my opinion, however, new educational materials may secure a certain development, but hardly a development in accordance with the interpretation of the aim and character of the teaching sketched above.

If this development is to be furthered by appropriate qualification of the group of teachers, specifications of teacher qualifications are necessary.

In the next chapter I will try to give such specifications.

VI Demands to Teacher Qualification

What are the teachers supposed to be able to do in order to realize a teaching in accordance with my interpretation? The following is my attempt to give an answer to this in a few points.

1) The teachers must have a broad knowledge of various social problems and issues. This knowledge must include all essential parts of society - as to the structure of this society (laws and regulations) as well as to the way society

really functions today.

However, this is not enough.

Teacher qualifications must also include knowledge of different social-scientific and social-philosophical conceptions of understanding problems and conditions in this society, i.e. different structuralizations of societal data, enabling an understanding of the powers below the surface of society and consequently offering possible answers why society develops in the way it does.

Also, teacher qualifications must include knowledge of other possible ways of organizing society and of the conditions to be changed, if this development is to take another direction.

A basis for such thoughts may be found in Giesecke, Negt and Mills[14)].

Part of such teacher qualification must be to be able to make a well-founded selection of contents, i.e. to be able to choose among the essential contemporary problems.

Such teacher qualification must imply knowledge of interdisciplinarity, i.e. of the use of different concepts, disciplines and other points of view in a coordinated interaction.

It is important that the teachers understand, that their task is not to teach social science but to use social science and social philosophy in the general education of citizens in a society that sees itself as a democracy - this democracy, however, not yet comprising all the essential areas of society, for instance not the financial and commercial basis.

2) Teacher qualifications must include a thorough knowledge of young people's world of experience and imagination and of the conditions of the young people's possibilities of experience and imagination. This must be a general knowledge as well as a specific knowledge of certain young people's world of experience and imagination - with the purpose of

using this knowledge both as teaching contents and as a means of conveying a knowledge of society to young people.

Knowledge of a theoretic psychology of adolescence is of course not unnecessary, but not sufficient. The phenomenological as well as the socially conditioned aspects of this matter are necessary, too.

Teachers can hardly work to develop the political potential of children's and young people's world of experience and imagination unless the teachers in a similar way process their own world of experience and imagination, both present and in retrospective, as a basis for and as contents of a political education. This is an essential element of Sociological Imagination.

This will affect the ways the educational practice of teacher education works to obtain the teacher qualification mentioned under point 1).

3) Teacher qualifications must comprise familiarity with an educational practice of joint societal investigation which is problem-oriented and which contains both intellectual and emotional discussion of individual experiences as well as of joint experiences, made in connection with the teaching situation.

The basis of such teaching is the individual as well as the joint starting point, the selected problem and the planned joint examination. Basis is <u>not</u> a textbook or manual, but of course the joint examination can always make use of such materials as well as of other educational materials.

This teacher qualification implies familiarity with discussions and joint decision-making processes.

If teachers are to grow accustomed to this way of teaching, it is necessary that it becomes an integrated part of the education and in-service training of teachers.

It must be a vital element of teacher qualifications that the teachers are able - and believe in their ability -

to carry out this way of teaching based in joint experiences and joint decisions, both as to aim and working method.

It is quite obvious that many teachers - especially teachers in CS - find their main lack of qualification here[16].

4) Furthermore, teacher qualifications must include training in explaining to colleagues, parents and others what the teachers want and which educational practice they intend to use to achieve their goal.

In Denmark there is at present great insecurity among parents, politicians, and also among teachers, as to this kind of educational practice and as to aims and means of school's work at large.

As textbooks and traditional marks gradually disappear, parents loose their feeling whether their child's work in school functions satisfactory. Consequently, it becomes even more imperative that teacher qualifications include the ability of describing and argumenting for the aims and means of educational practice.

5) Finally, teacher qualifications must include knowledge of school's general structure - so that this structure (for instance the departmentalism of the contents of school in subjects) does not become a straitjacket, but instead a number of elements to be combined into units by the leader and teachers of each school in cooperation, in a way that furthers the realization of the curriculum development recommended.

A number of other qualifications could be mentioned, but the above-mentioned five demands cover what I consider the most central issues at present.

VII Needs for Alterations of the Education and In-Service Training of Teachers

When teacher education is discussed, the necessity of adequate levels of competence in the subjects taught is often stressed.

Usually, it is less clear what is meant by level of competence. Here I will distinguish between three possible models:

1) High level of competence in the subjects taught means possession of the very subjects enabling the teacher to understand and pass on knowledge, concepts ect. of these subjects.

2) High level of competence means being able to use the subjects' methods on the premises of these very subjects.

3) High level of competence means being able to make use of one's professional studies with imagination in many contexts, but humbly and in proportion to a broadly conceived general world of experience.

Model 1) is prevailing in Danish teacher education, both in theory and in practice. And accordingly the students have different types of subjects:

a) Subjects corresponding to the subjects taught in the Folkeskole.

b) Subjects on children (psychology and educational special studies).

c) Subjects on teaching.

In the a-subjects the students learn what to teach. In the b-subjects they learn about the children they are going to teach. In the c-subjects they learn something about the teaching process itself.

In practice the teaching of each subject and subject group is carried out with little or no coordination between the subjects.

Theoretically, the subject-didactical discipline which is a constituent part of all the a-subjects should be a sort of "bridge" to the b- and c-subjects, but in practice it is hardly ever so.

So model 1) is useless for obtaining the teacher qualifications sketched in the above chapter. Instead model 3) must be used.

A number of teacher training colleges are making great efforts to make a teacher training of model 1 structure function according to model 3 - but this is indeed very difficult, many would say impossible.

So my conclusion is that if the Danish teacher education is to result in the above-sketched teacher qualifications then the necessary steps will be curriculum development, experiments, permission of exemption, etc. Through these measures it should be possible to alter the present teacher education and practice with a view to establishing in a few years a new teacher education rooted in the new Act on the Folkeskole and in the teacher qualification demands that I have called for.

As to the teachers' in-service training at the Royal Danish School of Educational Studies, this institution is much less restricted by law, although the traditional structure (one institute for each subject of the Folkeskole) furthers only model 1.

In practice, however, attempts are made at the Royal Danish School of Educational Studies in a number of courses to establish interdisciplinary work based in model 3.

But this is not at all sufficient to cover the great need for "re-education" occasioned by the 1975 Folkeskole Act.

Notes and References

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Section for differential pedagogics
Dept. 2. Department for basic research in educational psychology
Dept. 3. Department for tests
Dept. 4. Department of educational experiments
Dept. 5. Department for statistics
Laboratory (ITV etc.)
Administration office (with sales office).

Publication of work on research and development, etc.
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A description of the Institute can be found in »Danmarks pædagogiske Institut. Beretning 1977-78. Anden del. En undersøgelse af Danmarks pædagogiske Instituts funktion«. (The Danish Institute for Educational Research. Report 1977-78. Part 2. An analysis of the function of the Institute).

Current information on i.a. projects and new publications is given in »NYT fra Danmarks pædagogiske Institut« which is published regularly.

Information and advisory service are offered through the staff's membership of boards, councils, commissions and committees, work groups, etc. in the field of education, and in addition the Institute assists in the working up of material, answers enquiries and assists with advice in the field of educational development.

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